

## MYRTLE BEACH INTERMEDIATE

3301 Oak Street  
Myrtle Beach, South

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	595 Students	
<b>Principal</b>	TBA	843-626-5831
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

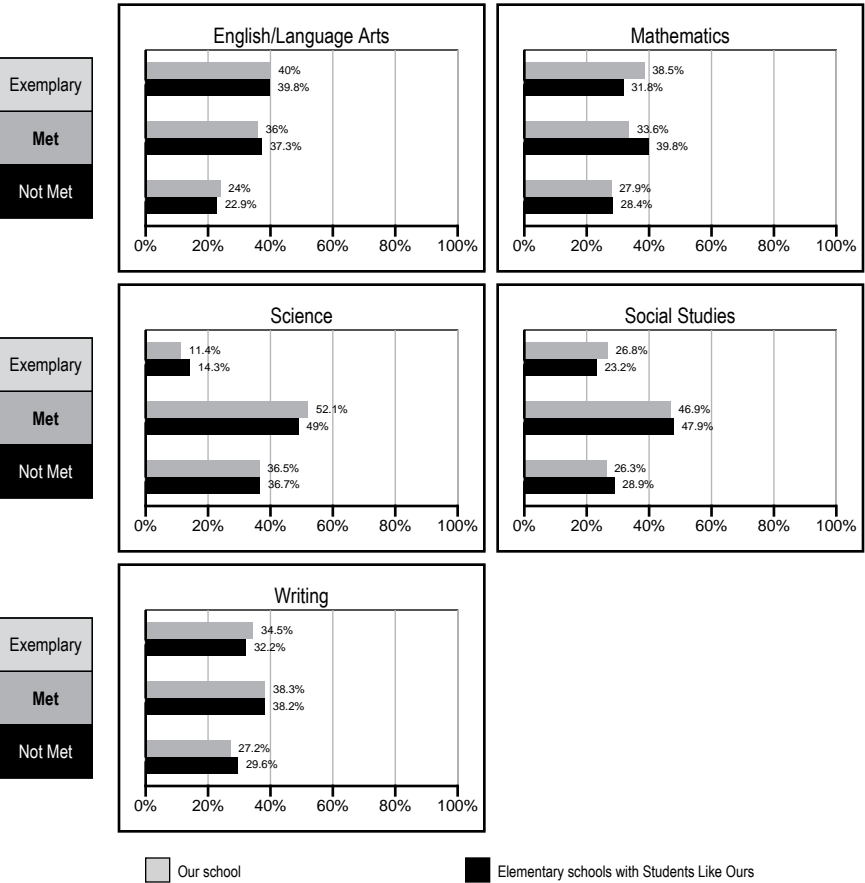
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	25	87	3	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=595)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.9%	1.2%	1.2%
Attendance rate	96.2%	No Change	95.9%	96.1%
Eligible for gifted and talented	17.8%	Down from 20.4%	11.6%	11.7%
With disabilities other than speech	17.6%	Down from 20.4%	8.7%	8.0%
Older than usual for grade	0.7%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	44.4%	Up from 42.1%	60.6%	60.5%
Continuing contract teachers	75.0%	Up from 60.5%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Up from 80.1%	88.8%	87.0%
Teacher attendance rate	96.6%	Down from 98.4%	95.4%	95.4%
Average teacher salary*	\$49,313	Down 0.7%	\$47,317	\$47,288
Professional development days/teacher	9.3 days	Down from 17.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.4 to 1	19.1 to 1	19.2 to 1
Prime instructional time	92.5%	Down from 94.6%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,300	Up 6.0%	\$7,549	\$7,548
Percent of expenditures for instruction**	68.1%	Up from 66.2%	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.3%	Up from 47.1%	63.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year was exciting and productive in MBI students and staff. With 21st century learning in mind we developed the following vision statement: "To develop students who have behaviors, knowledge, skills, and attitudes needed to be ready and willing to do their personal best in becoming healthy, happy, successfully contributing members of their communities." In support of this statement MBI adopted PBIS (Positive Behavior Interventions and Supports). This program, already in at our feeder primary and elementary schools, is an approach to discipline that provides a common language and framework for building wide processes and procedures that are posted, modeled, practices and periodically reviewed. Data on our school discipline and student survey information show decreases in referrals and increases in student satisfaction. PBIS was added to our work with Lifeskills, Life Long Guidelines and Project Wisdom to help create the positive attitudes needed to successfully work toward our vision.

This past year we also offered the M3 (Mentoring Mathematical Minds) program for our gifted and high performing math students. M3 lessons involve computation activities as well as creating and writing about mathematics in experiences that mirror those of practicing professionals in various fields of study and business. Last, but certainly not least, we added intensive and strategy reading interventions that prove very successful in support of our goal to increase reading achievement levels for those of our students not yet on grade level. Additionally, our students and staff participated in a variety of extension and enrichment activities that included in part a career day, our annual Black History Month program, our science and invention fair, International night, and our second all-school spring fine arts program.

Cathy Slater, Principal  
Scott Alexander, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	238	152
Percent satisfied with learning environment	85.0%	89.8%	87.7%
Percent satisfied with social and physical environment	85.0%	86.3%	84.4%
Percent satisfied with school-home relations	85.0%	89.7%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 28 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	602	100	24.3	35.6	40	83.7	85.4	83.5	Yes	Yes
Gender										
Male	310	100	25.6	34.5	39.9	80.4	82	80.1	N/A	N/A
Female	292	100	22.9	36.8	40.2	87.2	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	320	100	13.1	30.4	56.4	91.3	89.5	89.6	Yes	Yes
African American	155	100	41	41.7	17.3	74.8	73.7	74.6	Yes	Yes
Asian/Pacific Islander	15	100	45.5	18.2	36.4	81.8	90.7	92.7	I/S	I/S
Hispanic	90	100	31	41.4	27.6	75.9	82.1	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	118	100	53.2	32.1	14.7	59.6	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	93	100	36.2	40.4	23.4	71.3	80.6	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	438	100	31.1	39	29.8	79.1	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	602	100	28	33.6	38.4	82.4	84.2	80.4	Yes	Yes
Gender										
Male	310	100	26	28.8	45.2	80.8	82.2	78.4	N/A	N/A
Female	292	100	30.1	38.7	31.2	84.2	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	320	100	17.6	30.8	51.6	91.3	89.5	87.8	Yes	Yes
African American	155	100	46.8	38.8	14.4	71.2	69.8	69.3	Yes	Yes
Asian/Pacific Islander	15	100	27.3	36.4	36.4	72.7	94.1	93.5	I/S	I/S
Hispanic	90	100	29.9	35.6	34.5	74.7	78.3	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	118	100	60.6	24.8	14.7	56	53.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	93	100	30.9	31.9	37.2	72.3	78.7	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	438	100	34.4	36	29.6	77	78.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	471	99.6	36.5	52.1	11.4	63.5	71.8	67.3
Gender								
Male	251	100	33.5	52.6	13.9	66.5	71.7	66.9
Female	220	99.1	40	51.5	8.5	60	71.9	67.7
Racial/Ethnic Group								
White	249	99.6	21.6	60.4	18.1	78.4	80.4	79.6
African American	119	99.2	58.9	40.2	0.9	41.1	48.8	49.7
Asian/Pacific Islander	15	100	N/A	N/A	N/A	41.7	81.9	84.4
Hispanic	69	100	45.5	47	7.6	54.5	61.9	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	97	99	61.8	31.5	6.7	38.2	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	75	100	51.4	44.6	4.1	48.6	59.1	58.6
Socio-Economic Status								
Subsidized meals	339	99.4	47.2	46.2	6.6	52.8	63	55.4

Social Studies								
All Students	464	99.6	26.5	46.8	26.7	73.5	75.3	70.9
Gender								
Male	233	99.6	24.2	44.5	31.3	75.8	74.2	70.1
Female	231	99.6	28.8	49.1	22.2	71.2	76.5	71.7
Racial/Ethnic Group								
White	239	100	17.1	44.2	38.7	82.9	80.5	79.2
African American	121	99.2	38.5	53.2	8.3	61.5	59.7	58.4
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	74	100	29.2	48.6	22.2	70.8	74	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	88	100	50	39	11	50	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	77	98.7	30.8	48.7	20.5	69.2	72.8	68
Socio-Economic Status								
Subsidized meals	341	99.4	33.1	48.7	18.2	66.9	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	596	98.2	26.3	38.8	34.9	73.7	76.8	72.1	96.2	95.8
Gender										
Male	308	97.4	34.1	34.1	31.9	65.9	69.9	65.2	96.2	95.7
Female	288	99	18.1	43.8	38.1	81.9	83.9	79.2	96.2	95.8
Racial/Ethnic Group										
White	321	98.1	18	35.3	46.7	82	83.2	80.8	95.8	95.5
African American	152	98	37	45.7	17.4	63	59.2	59.7	96.5	96.2
Asian/Pacific Islander	14	100	50	33.3	16.7	50	85.2	87	97.2	96.9
Hispanic	89	97.8	33.7	39.5	26.7	66.3	69.7	64.6	97	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.6	73.4	95.9	94.1
Disability Status										
Disabled	120	93.3	60.6	27.9	11.5	39.4	34.3	27.7	96	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	92	98.9	39.4	37.2	23.4	60.6	67.2	63.7	97.1	96.7
Socio-Economic Status										
Subsidized meals	434	97.9	33.3	41.3	25.4	66.7	68.9	61.9	95.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	252	99.2	22.3	37.6	40.2	77.7
	5	284	99.7	15.1	49.4	35.5	84.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	100	25.5	34.6	39.9	74.5
	5	270	100	22.8	36.9	40.2	77.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	252	99.6	23.6	37.1	39.3	76.4
	5	284	99.7	22.8	40.5	36.7	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	100	25.2	33.3	41.5	74.8
	5	270	100	31.5	34	34.4	68.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	251	99.6	28.5	53.1	18.4	71.5
	5	138	95.7	28.7	56.6	14.8	71.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	100	35.2	54.1	10.7	64.8
	5	139	98.6	39.8	47.2	13	60.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	251	99.6	19.3	49.1	31.6	80.7
	5	145	99.3	26.5	41.7	31.8	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	99.7	22.9	49.7	27.5	77.1
	5	132	99.2	35.9	39.3	24.8	64.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	253	96.8	19.7	44.5	35.8	80.3
	5	291	97.6	26.7	37	36.3	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	329	98.8	28.4	37.9	33.7	71.6
	5	267	97.4	23.5	39.9	36.6	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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